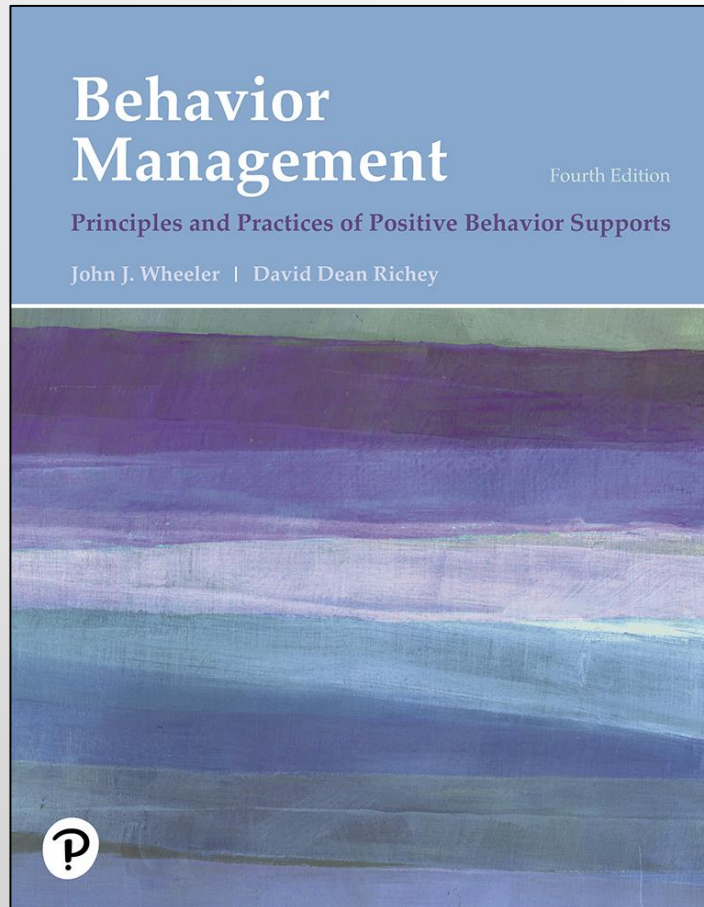


Behavior Management: Principles and Practices of Positive Behavior Supports

Fourth Edition



Chapter 12

PBIS and Self-Determination

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Key Terms (1 of 3)

- Autonomy
- Bioecological Model
- Chronosystem
- Exosystem
- Feedback
- Functional Behavior Assessment
- Inputs
- Macrosystem

Key Terms (2 of 3)

- Mesosystem
- Microsystem
- Outcomes
- Outputs
- Personal Appraisal
- Person-Centered Planning (PCP)
- Processes
- Psychological Empowerment

Key Terms (3 of 3)

- Quality of Life
- Self-Determination
- Self-Management
- Self-Realization
- Self- Regulation
- Social Validity
- Systems Theory Perspective

The Relationship between PBIS and Self-Determination (1 of 2)

- PBIS is described as having person centered values, recognizing individual needs and accommodations, and producing outcomes that enhance quality of life (Anderson & Freeman, 2000)
- Self-determination is inseparable from the planning, delivery, and evaluation of PBIS
- Goal of educators is to teach students how to direct their behavior in optimal ways that promote increased quality of life, which can be accomplished in some ways through self-management

The Relationship between PBIS and Self-Determination (2 of 2)

- Self-management is ability to function to some extent independent of others in determining aspects of environment, what reinforcers are, and how they can be applied
- Special education is often criticized for making students with disabilities passive learners who are dependent on adults for direction and reinforcement
- Severity of disability affects the extent to which individual may be expected to become self-managed, self-reliant, and self-controlled

Quality of Life and Persons with Disabilities (1 of 2)

- Quality of life is associated with socially valid outcomes, person-centered planning, and development of individual across life span, roles and functions of the family, joy and happiness, person well-being and self-determination
- Concept has moved to include personal appraisal and functional assessment
- Personal appraisal includes asking an individual how satisfied he/she is with life (Qualitative)
- Functional assessment refers to the application of various methods and instruments to measure how individual functions in various environments (Quantitative)

Quality of Life and Persons with Disabilities (2 of 2)

- Self-determination is also being explored as a dimension of quality of life
- Emphasis on self-determination and quality of life is likely to become more important in future educational environments
- Family should be considered when thinking of quality of life as well

Social Validity

- Extent to which objectives and outcomes of intervention are meaningful
- Focus on increasing self-esteem of students, producing high levels of self-determination, increasing empowerment, and promoting job in the lives of students (Carpenter, Bloom, & Boat, 1999)
- Consider what extent the outcomes are agreed upon by person targeted versus teachers, parents, or other family members

Defining and Describing Self-Determination (1 of 2)

Self-determination addresses:

1. Ability to make one's own decisions free from interference
2. Consistency of options with one's own values, preferences, and needs
3. Application of self-determination across various environments

Keep in mind effect that chronological and developmental ages have on development of self-determination

Defining and Describing Self-Determination (2 of 2)

- Extent to which behaviors are self-determined depends on autonomy, self-regulation, psychological empowerment, and self-realization (Wehmeyer, 1999)
- Self-determination is not synonymous with independence
- Built upon result of interactions across various environments

Self-Determination as an Ecological Perspective

Bronfenbrenner's bioecological model is represented as nested circles, with individual being in center surrounded by five concentric circles:

1. Microsystem (relationship and influence of child and immediate environment)
2. Mesosystem (relationship of the child to various near environments and influences)
3. Exosystem (settings that do not directly include children, but could have a significant impact on their development and skills)
4. Macrosystem (laws, customs, cultural values, and resources)
5. Chronosystem (subsystem reflecting change over time)

Self-Determination as a Systems Perspective

- System is “integrated set of parts that function together for some end purpose or result” (Goldsmith, 2000, p 32)
- Systems are made up of subsystems
- Systems theory perspective in educational environments involve:
 1. Inputs (assessment and planning)
 2. Processes (teaching and intervening)
 3. Outputs (outcomes and results)
 4. Feedback

Assessing and Planning for Self-Determination (Inputs)

- Self-determination can be assessed through functional assessment and/or personal appraisal
- Primary purpose of assessment of self-determination is for instructional planning
- Assessment should be a team process between student, professionals, and family
- Measurements can include interviews, behavior observations, psychometric tests, and curriculum-based assessment techniques

Teaching Self-Determination Skills

(Process) (1 of 2)

In context of teaching strategies, procedures, and curricula, it is helpful to view self-determination as being defined by 12 teaching components (Browder, Wood, Karvonen, & Algozzine, 2001):

1. Decision making
2. Choice making
3. Problem solving
4. Independent living
5. Goal setting and attainment
6. Self-observation, evaluation, and reinforcement
7. Self-instruction

Teaching Self-Determination Skills (Process) (2 of 2)

8. Self-understanding
 9. Self-advocacy and leadership
 10. Positive self-efficacy and outcome expectancy
 11. Internal locus of control
 12. Self awareness
- Rationale for teaching self-determination is now well established with a focus on providing educators with methods, materials, and instructional strategies (Wehmeyer, Argran, & Hughes, 2000)
 - Self-determination curriculum can be infused with Response to Intervention and Social and Emotional Learning

Outcomes of Teaching Self-Determination (Outputs, Results)

- Process leads to outcomes that lend themselves to measurement in relation to self-determination skills and quality of life
- Outcomes may be used to sum up the extent to which self-determination has been acquired, used, and maintained and to formulate new plans, goals, objectives, and activities aimed at improving self-determination skills
- When feedback is provided from evaluation for purpose of revising plans and actions, loop of the system is closed

Quality of Life, Self-Determination, PBSI, and Challenging Behaviors

- Supporting children and youth with challenging behavior through applications of PBIS requires attending to self-determination, ways it is assessed and planned for, acquired and maintained, and evaluated
- Self-determination may be included in interventions in the following ways:
 - Infants and toddlers-In coordination with IFSP
 - Early childhood-In coordination with ABI
 - Middle school years-Development of social and emotional skills
 - High school years- Frequent and varied opportunities to practice self-determination